



# Geography and History - Long-term plans



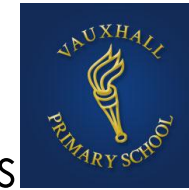
Article 29 (Goals of Education)

Education must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

	Year 1		
	History	Geography	
Autumn 1	<p><b>Then and Now</b> <b>Articles 17, 24</b></p> <ul style="list-style-type: none"><li>• Compare and contrast changes within living memory, focussing on: transport, toys, shops and fashion.</li><li>• Children will have an understanding of what a timeline is and be able to place objects on one.</li></ul>	Autumn 2	<p><b>Weather and Climate</b> <b>Articles 24</b></p> <ul style="list-style-type: none"><li>• Identify the types of weather we have in the United Kingdom and create simple weather charts</li><li>• Use appropriate vocabulary to describe the seasons and the local weather</li><li>• observe, record, discuss and ask questions about the weather pattern, based on direct experiences</li></ul>
Spring 1	<p><b>Famous Britons</b> <b>Article 2, 8</b></p> <ul style="list-style-type: none"><li>• Understand that Rosa Parks and Emily Davison were activists who fought to bring about equality.</li><li>• Create a poster using key vocabulary learnt,</li></ul>	Spring 2	<p><b>United Kingdom.</b> <b>Article 7</b></p> <ul style="list-style-type: none"><li>• Locate on a map the four countries of the United Kingdom and identify the four capital cities and surrounding seas</li></ul>



## History and Geography - Long-term plans



	such as activists, segregation, equality, protest, suffragette, showing the effects Rosa Parks and Emily Davison had on the world.		<ul style="list-style-type: none"><li>• Explain the differences between human and physical features and describe these features of one of the UK's capital cities.</li></ul>
<b>Summer 1</b>		<b>Summer 2</b>	<p><b>Local Area</b> <b>Article 8</b></p> <ul style="list-style-type: none"><li>• differences between rural and urban areas and know what type of settlement I live in</li><li>• Explore and record features of the local area and school grounds</li><li>• Recognise the symbols used on an Ordnance Survey map.</li><li>• Create their own map of the local area</li></ul>



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	Year 2		
	History	Geography	
Autumn 1	<b>Kings and Queens</b> <b>Article 28</b> <ul style="list-style-type: none"><li>• Understand the historical and global significance of Buckingham Palace</li><li>• Understand the role of a modern day monarch and how that had changed throughout British history</li><li>• Know the importance of Parliament in governing Modern Britain.</li></ul>	Autumn 2	<b>Continents and Oceans</b> <b>Article 24, 28, 32</b> <ul style="list-style-type: none"><li>• Use globes and atlases to identify where we are in the world</li><li>• To locate on a map the seven continents and the oceans that link the continents - and describe where the continents are located</li><li>• Spot the physical and human features of a continent</li></ul>
Spring 1	<b>History of London</b> <b>Article 6</b> <ul style="list-style-type: none"><li>• Compare and contrast ways London has changed over the past century</li><li>• Sequence the events of the Great Fire of London</li><li>• Understand how London redeveloped and</li></ul>	Spring 2	<b>Hot and cold places</b> <b>Article 6,24</b> <ul style="list-style-type: none"><li>• Identify and explore hot and cold places and locate them on a map</li><li>• Recognise the features of a hot and a cold place</li><li>• Identify the animals that live in hot and cold</li></ul>



## History and Geography - Long-term plans



	rebuilt after the Great Fire of London		places and recognise how they adapt. <ul style="list-style-type: none"><li>• Know how their location within hot and cold regions might affect everyday life differently in the UK</li></ul>
<b>Summer 1</b>		<b>Summer 2</b>	<b>Mogadishu - a city in Somalia</b> <b>Article 7, 8, 24, 27</b> <ul style="list-style-type: none"><li>• Explore Somalia's physical and human features and locate it.</li><li>• Locate and learn about the village of Mogadishu</li><li>• Compare how the people of Mogadisu use the River Shabelle with the ways in which we use rivers near us</li><li>• Use photograph and information texts to describe contrasting localities</li></ul>



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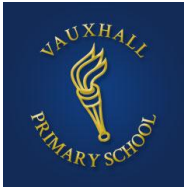
	Year 3	
	History	Geography
<b>Autumn 1</b>	<b>Ancient Greece</b> <b>Articles 13, 28, 31, 41</b> <ul style="list-style-type: none"><li>• Have a chronological understanding of when the Ancient Greek civilisation began</li><li>• Evaluate how Ancient Greek inventions, language and democracy have influenced modern day Britain</li><li>• Evaluate the effectiveness of primary and secondary sources when researching the Ancient Olympic Games</li></ul>	<b>Autumn 2</b>
		<b>Climate Zones</b> <b>Article 6, 24</b> <ul style="list-style-type: none"><li>• Identify the different lines of latitude and explain how latitude is linked to climate</li><li>• Locate different climate zones and explore the differences between the Northern and Southern Hemispheres.</li><li>• Explore weather patterns and identify the characteristics within climate zones</li></ul>
<b>Spring 1</b>	<b>Early Britain</b> <b>Article 6, 24, 27, 32</b> <ul style="list-style-type: none"><li>• Develop a chronological understanding across Early Britain. With focus on the</li></ul>	<b>Spring 2</b>
		<b>North America</b> <b>Articles 6, 7, 28</b> <ul style="list-style-type: none"><li>• Locate North America on a world map and explore the landscape.</li></ul>



## History and Geography - Long-term plans



	<p>Stone Age, Bronze Age and Iron Age.</p> <ul style="list-style-type: none"><li>• Compare how housing changed across Early Britain</li><li>• Independently researching about Skara Brae using books and the internet</li></ul>		<ul style="list-style-type: none"><li>• Identify countries within North America and states within the USA.</li><li>• Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area.</li><li>• Compare the landscapes of different US states.</li></ul>
<b>Summer 1</b>		<b>Summer 2</b>	<p><b>Rio and South-East Brazil</b> <b>Article 24, 27, 31</b></p> <ul style="list-style-type: none"><li>• Locate South America on a world map and identify a range of its physical and human features.</li><li>• Locate the countries and capital cities of South America.</li><li>• Compare key facts about Brazil with our country.</li><li>• Use photographs and information texts to imagine what daily life in Rio might be like</li></ul>



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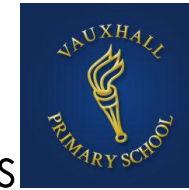
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	Year 4		
	History	Geography	
Autumn 1	<p><b>Ancient Rome</b> <b>Articles 28, 38</b></p> <ul style="list-style-type: none"><li>• Develop chronological understanding across the rise and fall of the Roman Empire</li><li>• Understand the motives behind the Roman invasion of Britain</li><li>• Describe how Roman inventions have had a lasting impact on modern British life</li></ul>	Autumn 2	<p><b>Rivers</b> <b>Article 24</b></p> <ul style="list-style-type: none"><li>• Describe and understand key aspects of physical geography, including: rivers and the water cycle.</li><li>• Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li><li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li></ul>
Spring 1	<p><b>Anglo-Saxon Britain</b> <b>Articles 6, 7, 14, 27</b></p> <ul style="list-style-type: none"><li>• Investigate the push and pull factors that meant the Saxons invaded Britain in the</li></ul>	Spring 2	<p><b>Rainforests</b> <b>Article 24, 27</b></p> <ul style="list-style-type: none"><li>• Describe and understand key aspects of physical geography, including: climate zones, biomes and</li></ul>



## History and Geography - Long-term plans



	<p>first place</p> <ul style="list-style-type: none"><li>• Compare the effectiveness of primary and secondary sources to research how Britain was split when the Saxons invaded</li><li>• Understand how Christianity spread across Britain when St AUGustine and St Bebe arrived</li></ul>		<p>vegetation belts, rivers and the water cycle.</p> <ul style="list-style-type: none"><li>• Develop a deeper understanding of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.</li></ul>
<b>Summer 1</b>		<b>Summer 2</b>	<p><b>South America - the Amazon</b></p> <p><b>Article 31</b></p> <ul style="list-style-type: none"><li>• To compare the Amazon Basin with South-East Brazil and the children's home area</li><li>• Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.</li></ul>



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	Year 5	
	History	Geography
Autumn 1	<p><b>Victorian Britain</b> <b>Articles 19, 27, 31, 32</b></p> <ul style="list-style-type: none"><li>• Investigate the differences between Victorian and modern day schools, focussing on the treatment of children.</li><li>• Describe how rich and poor people in Victorian London lived and their differences in daily routine</li><li>• Compare and contrast housing in Victorian Britain, focussing on Southwark</li></ul>	Autumn 2
		<p><b>Mountains</b> <b>Article 29</b></p> <ul style="list-style-type: none"><li>• Describe and understand key aspects of physical geography, including: mountains.</li><li>• Name and locate key topographical features of the UK (including mountains).</li><li>• Develop a deeper understanding of using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li></ul>
Spring 1	<p><b>Vikings</b> <b>Article 6,</b></p> <ul style="list-style-type: none"><li>• Develop a chronological understanding of the Vikings' time in Britain, including</li></ul>	<p><b>Volcanoes</b> <b>Article 29</b></p> <ul style="list-style-type: none"><li>• Find out about the structure of the Earth and label a diagram.</li></ul>



## History and Geography - Long-term plans



	<ul style="list-style-type: none"><li>• Analyse reasons for the Viking invasion of Britain</li><li>• Explain key parts of Viking life in the form of a diary</li><li>•</li></ul>		<ul style="list-style-type: none"><li>• Describe what happens at the boundaries between the Earth's plates</li><li>• Describe and understand key aspects of physical geography, including: volcanoes and earthquakes</li><li>• Report on the effects of a volcanic eruption and evaluate the advantages and disadvantages of living near a volcano.</li></ul>
<b>Summer 1</b>		<b>Summer 2</b>	<p style="text-align: center;"><b>European Regions</b> <b>Article 31</b></p> <ul style="list-style-type: none"><li>• Locate Europe and investigate key information about its principal countries</li><li>• Explore tourism in the Mediterranean region</li><li>• Understand some of the factors affecting migration into Europe through Greece</li><li>• Investigate the landscape of Greece, its features and how it is used and main features in Athens</li><li>• Compare everyday life for a child in Athens with that in other places</li></ul>



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Year 6			
History		Geography	
<b>Autumn 1</b>	<p><b>Memorials</b> <b>Articles 6, 19, 20, 28</b></p> <ul style="list-style-type: none"> <li>• Use primary and secondary sources to research local men who fought in WW1</li> <li>• Understand the impact WW2 had on South London</li> <li>• Understand the significance of local memorials to the community and what they stand for</li> </ul>	<b>Autumn 2</b>	<p><b>The United Kingdom</b> <b>Articles 6, 7, 27, 31</b></p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Describe and explain the sorts of industries in which people in the United Kingdom work.</li> <li>• Understand the different types of energy sources used in the United Kingdom. Evaluate the advantages and disadvantages of wind energy.</li> </ul>
<b>Spring 1</b>	•	<b>Spring 2</b>	-----



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<b>Summer 1</b>	<b>World Trade Article 27</b> <ul style="list-style-type: none"><li>• Explore some of the reasons for trade in different parts of the world</li><li>• Investigate global trade processes and trade routes</li><li>• Plan a simple supply chain for a product</li></ul>	<b>Summer 2</b>	<b>World Trade Article 27</b> <ul style="list-style-type: none"><li>• To explore some of the reasons for trade in different parts of the world</li><li>• To investigate global trade processes and trade routes- know What imports and exports are and why they matter</li><li>• Map out a simple supply chain for a product- understanding some of the processes, places and issues involved in a global supply chain.</li></ul>